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ABSTRACT

To meet the increasing demand for teachers in vocational programs, most states have adopted requirements for certification different from that of teachers of academic subjects. What these qualifications are and how much they vary from state to state is information of much concern to vocational educators. This study sought to identify the differences and similarities-in trade and industrial education certification requirements at the secondary and post-secondary level in all of the 50 states and the District of Columbia. Questionnaires were used to obtain the data. Findings revealed that: (1) At both educational levels, the emphasis was upon work experience rather than formal education for the beginning teacher. While some states required some formal education, many required little or no professional teacher training, (2) Post-secondary teacher qualification was ratterned after requirements for secondary teachers in most states; however, in post-secondary technical programs, technical knowledge took precedence over years of job experience in many states. Teacher qualification requirements at the post-secondary level were generally less specific than secondary requirements, possibly to allow more latitude in teacher recruitment and preparation. (Author/SN)

An Analysis and Synthesis of State Certification Requirements for Teachers of Secondary Trades and Industries and Post Secondary Trades and Technical Programs By Wayne S. Ramp

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AN ANALYSIS AND SYNTHESIS OF STATE CERTIFICATION REQUIREMENTS FOR TEACHERS OF SECONDARY TRADES AND INDUSTRIES AND POST SECONDARY TRADES AND TECHNICAL PROGRAMS

by

Wayne S. Ramp, Professor, Technical and Industrial Education and

Ronald C. Reeder, Research Assistant, Technical and Industrial Education

Southern Illinois University School of Technology Department of Technical and Industrial Education October, 1970



PREFACE

The increased emphasis on vocational education in recent years has created many problems in the areas of planning, facility expansion and personnel development. In this latter area, problems of teacher recruitment and training are prevalent throughout the United States in areas of both secondary and post-secondary education.

To meet the increasing demand for teachers in vocational programs, most states have adopted requirements for certification that are quite different from their requirements for academic subject teachers. In academic areas at the secondary level, a baccalaureate degree in education is the standard minimum requirement for teacher certification. However, vocational certification at both the secondary and post-secondary level is based upon occupational competency in the specialty areas, as well as academic accomplishment. In many states, certification of teachers in post-secondary technical and trades programs is not required at all. Further, qualification requirements for vocational teachers are tailored by each individual state, and adjusted to alleviate varying teacher shortages in those states. Consequently, certification requirements are vastly different from state to state.

What these vocational teacher qualification requirements are, and how much they vary from state to state, is information of great importance to all teacher educators, teachers, and future teachers in vocational education. The purpose of this study was to identify those aspects of vocational teacher qualification requirements in the area of trade and industrial education at the secondary and post-secondary level, in all fifty states and the District of Columbia.



Sincere appreciation is expressed to state supervisors and directors of trade and industrial education for their cooperation in furnishing the information requested, and the interest they have shown in this study.

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INTRODUCTION

During the fall of 1969, correspondence was sent to each department of trade and industrial education in all fifty states and the District of Columbia. Information was requested concerning academic and occupational experience requirements for teachers in secondary trades and industries programs, and post-secondary technical and trades courses. It was further requested that these requirements be defined as to whether they are the minimum acceptable for beginning teaching (provisional certification), or constitute full, non-provisional (standard) certification requirements.

At the secondary education level, fifty of the fifty-one states responded and are represented in this study.

Information concerning post-secondary programs was received from forty-eight states.

Academic requirements are broken down into specific courses, or course areas, where possible. Occupational experience requirements are divided into catagories of "learner period" and "beyond learner period" (journeyman level).... in those states where a distinction is made between the two.

In all cases, information presented concerns the requirements for fulltime teachers of regularly scheduled programs for the year 1969-1970.



¹For simplification of presentation, the District of Columbia is referred to as a state.

I Requi

Minimum State Requirements for Beginning Teaching in Secondary

Trades and Industries



Ι

Minimum State Requirements for Beginning Teaching in Secondary Trades and Industries

Academic Requirements - Provisional Certification

According to information received, thirty eight states offered provisional certification of teachers that do not meet the requirements for standard certification. In all thirty eight of these states, sufficient time was allowed for teachers to meet the requirements for standard certification while teaching under the provisional certificate.

To motivate the teacher to advance his education, thirty two of these states made renewal of provisional certificates contingent upon completion of specified course work during the term of the certificate. The other six states based certificate renewal upon satisfactory teacher performance, or emergency teacher shortage.

Twenty six of the thirty eight states offering provisional certificates required only a high school diploma to fulfill academic requirements for initial certification. Five states required completion of a short teacher training course in addition to the high school diploma.

The other seven states required varying amounts of college level course work as a prerequisite for provisional certification. In all seven, the required courses were in areas of teaching, and not technical areas supporting an occupational specialty.

Of the remaining twelve states that did not indicate the availability of provisional certificates, six specified a high school diploma as sufficient academic preparation for full, non-provisional certification. The other six states required the completion of a specific amount of college level course work for standard certification.



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TABLE A: STATE REQUIREMENTS FOR VOCATIONAL TEACHERS MINIMUM TO BEGIN TEACHING SECONDARY TRADES & INDUSTRIES

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According to information received, none of the fifty states included in this study indicated a requirement of a baccalaureate degree as minimum academic preparation for the provisional certification of trades and industries teachers.

<u>Academic Requirements - Standard Certification</u>

A total of sixteen states required baccalaureate degrees for full, non-provisional certification. In all sixteen, teachers were allowed to fulfill this requirement while teaching under a provisional certificate.

Three states required some college course work, in addition to a school sponsored pre-service teacher training course to qualify for standard certification. All three of these states allowed the course work requirements to be met while teaching under the provisional certification.

Nineteen states required various amounts of college level course work to fulfill academic requirements. All but New York and New Mexico allowed this requirement to be met under the provisional certificate.

Three states required a high school diploma plus a pre-service teacher training course. Massachusetts required that all out of state teachers complete a 260 clock hour pre-service training program regardless of previous academic achievement.²

Nine states required only a high school diploma to meet the academic requirements for full standard certification.

Specific Course Requirements - Standard Certification

Thirty-three states listed specific course titles or course descriptions in their requirements for standard certification. States which required



²Letter from Ghernot L. Knox, Assistant Director of Massachusetts Department of Education, February 12, 1970.

TABLE C: STATE REQUIREMENTS FOR FULL, NON-PROVISIONAL CERTIFICATION OF VOCATIONAL TEACHERS SECONDARY, TRADES & INDUSTRIES

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TABLE D: SPECIFIC COURSE REQUIREMENTS
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baccalaureate degrees are included in this catagory, as well as those states that required college level course work but less than a four year degree.

New York was the most specific in this area; naming course areas, titles, and required credit hours in each.

The course most often specified by these thirty-three states was "Methods of Vocational Teaching," while "Vocational Guidance: and "Tests and Measurements" were specified the least number of times. 3

The most common practice, however, was to indicate broad course areas without specific mention of course titles or content.

Work Experience Requirements

Work experience requirements for secondary trades and industries teacher certification not only varied greatly from state to state; but also varied within a state depending upon the academic accomplishment of prospective teachers. For example, Arizona reduced the work experience requirement for Masters degree teachers from 3 years to 2 years. On the other hand, Idaho and the District of Columbia considered work experience as fulfilling college training requirements. D.C. offered this on an individual evaluation basis. Idaho specified that each two years of work experience would be considered equivalent to one year of college.

Considering the various methods of determining work experience requirements among states it is difficult to divide them into categories of

³Some course titles vary slightly in wording from those presented and have been commonly grouped.

⁴Arizona Department of Vocational Education, <u>Certification Requirements</u>, Leaflet, Received May 7, 1970.

⁵Letter from Addison S. Hobbs, Supervising Director, Trade and Industrial Education, Washington, D.C., February 11, 1970.

⁶Idaho State Plan for the Administration of Vocational Education, Part 1, 33-12.

"provisional certification" and "Standard certification". Therefore, the subject is presented, by state, in terms of academic or professional levels.

Wisconsin apparently had the lowest experience requirement of all the states in this study, with a required 2000 hours in the past ten year period. Technical school graduates were allowed to waive two-fifths of this requirement leaving a minimum experience requirement of 1200 hours.

Illinois followed Wisconsin with a flat 2000 hour experience requirement in the specialty to be taught. 8

As previously mentioned, Arizona reduced its work experience requirements as academic achievement increased. It was the only state which specified a reduction in this requirement for holders of the Masters degree.

Michigan did not require a specific amount of work experience. Trade competency in this state was determined by demonstration and examination.

Massachusetts appeared at the opposite end of the scale with a requirement of eight years total work experience, four of which must have been at the journeyman level. Technical or trade school credit could reduce the total to six years, but the four year journeyman level requirement remained the same in all cases. 10

Several states reduced the employment requirement for persons who held state licensure in the trade to be taught. Delaware and South Dakota waived all work experience requirements for persons of this status.

Three states required prospective teachers to successfully complete trade competency examinations. These exams were in addition to a specified number of years work experience.



⁷Wisconsin Administrative Code, Chapter A-V-1.02 and A-V-1.03, May, 1969.

⁸Illinois, <u>Standards for Approval of Local Programs and Personnel</u>, Bulletin No. 217, September, 1969, p. 4.

⁹Michigan State Plan for Vocational Education, Part 1.33-1, 1969.

¹⁰Letter from Knox, February 12, 1970.

TABLE E: WORK EXPERIENCE REQUIREMENTS
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Arkansas specified "journeyman status" as their work experience requirement, rather than a certain number of years as the period of learner training.11

All states which differentiated between "learner period" and "beyond learner period" or "journeyman level" would accept trade or technical school training on the same basis as apprenticeship training. However, in no instance was formal school training accepted in lieu of journeyman work experience in those states where journeyman experience was required.



¹¹ Arkansas State Plan for Vocational Education, Part 1.3, p. 16.

II

Minimum State Requirements for
Beginning Teaching in Post Secondary
Technical and Trades



H

Minimum State Requirements for Beginning Teaching in Post Secondary

Technical and Trades

Due to the differences in scope and emphasis between trades and technical programs, requirements for teachers in these two areas were not the same in many states. Therefore, post-secondary vocational teacher requirements in these two areas are presented separately.

Academic Requirements - Trades Programs

Information received from forty-eight states indicates that thirty-one states considered a high school diploma as meeting the minimum academic requirements for trades teachers. Of these thirty-one states, twenty based contract renewal upon completion of teacher education courses during the term of the previous contract. The types and credit hour requirements of these courses varied from state to state. Alaska indicated deferral of this renewal requirement in the face of sufficient teacher shortage; however, advancement in salary was limited under this condition. 12

In the other eleven states, no further academic preparation \forall as required for continuation of teacher employment.

Seven states required short, pre-service teacher training courses in addition to high school completion. These varied in length from fifteen clock hours to 260 clock hours.

Seven states required some college preparation prior to teaching. Kentucky required two years of technical training in the specialty area. 13



¹² State of Alaska, Department of Education, A Summary of Certification Requirements for Teachers, March 1, 1967, p. 7.

¹³Kentucky State Plan for the Administration of Vocational Education, Part 1.33-1, p. 14.

TABLE F: STATE REQUIREMENTS FOR VOCATIONAL TEACHERS
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Iowa required some training in both professional teaching and technical areas. 14 The other five states required college level course work in vocational teaching areas only.

Two states required a baccalaureate degree for teachers in post-secondary trades programs. These preferred graduates who had majored in industrial education.

Work Experience Requirements - Trades Programs

Work experience requirements for post-secondary trades teachers generally paralleled those for secondary trades and industries. In most instances, these experience requirements did not vary as much with different academic achievement levels, as was the case with secondary trades and industries programs.

Specific Course Requirements - Trades Programs

As previously mentioned, nine states required academic achievement beyond high school. Two of these nine required baccalaureate degrees and seven required college level course work, but less than a baccalaureate degree.

Seven of these states specified that the courses be in areas of vocational teaching, while Ohio gave alternatives of technical training or regular college courses. ¹⁵ Kentucky required two years of technical school training, with no required courses in vocational teaching. ¹⁶

Academic Requirements - Technical Programs

Thirty-seven of the forty-eight states included in this study indicated the same academic requirements for technical program teachers as for trades teachers. Requirements outlined by the remaining eleven states indicated



¹⁴ Iowa State Plan for Vocational Education, Part 1.33-15, p.20.

¹⁵ Ohio, Manual of Operation for Trade and Industrial Education, Section II, p.20.

¹⁶ Kentucky State Plan, Part 1.33-1, p. 14.

TABLE G: SPECIFIC COURSE REQUIREMENTS
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greater emphasis on formal school training. In all eleven, this training was in the technical areas to be taught, and not in professional teacher education courses.

Work Experience Requirements - Technical Programs

Thirteen states indicated work experience requirements for technical teachers different from their requirements for trades teachers. In all thirteen this requirement was less for technical program teachers. Alabama waived all required work experience upon successful completion of a competency 17 exam. Four other states, which had specific requirements for trades teachers, made no specific requirements for technical teachers. Arizona required only 18 that the person be "outstanding in his field".

Although not specifically mentioned by each state, technical occupations that required state licensure generally required this licensing of teachers in addition to the work experience requirements specified by the states.

Specific Course Requirements - Technical Programs

All eleven states indicating differences between technical and trades teacher requirements, specified increased concentration in the specialty area to be taught. Seven of these states required technical school training, while four required baccaluareate degrees in the technical areas to be taught. Two states specified some professional teaching courses in addition to technical school courses.



¹⁷Letter from J.C. Lindley, Assistant State Supervisor, Trade and Industrial Education, April 23, 1970.

¹⁸ Arizona, Requirements for Teacher Certification, Leaflet, May, 1970, p. V-19.

STATE REQUIREMENTS FOR TEACHERS POST-SECONDARY - TECHNICAL AREAS MINIMUM EDUCATION REQUIREMENTS TABLE H:

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TABLE J
Specific Course Requirements

Post Secondary Technical Programs

STATE	B.S. in technical area to be taught	Vocational Teaching Courses (non-specific)	Methods of Vocational Teaching	Principles & Philosophy of Yocational Education	Technical Courses in Teaching Area
Alabama					2 years
Alaska			3	3	6 semester hrs.
<u>Flordia</u>	X		semester hours	semester hours	
Georgia					2 vears
New Hampshire	, X	12	 		
New Mexico		semester hours			A.B.S. degree
North Carolina	X			<u>-</u>	;
South Carolina	Х				
Tennessee					A.B.S. degree
Texas					2 vears
West Virginia					2 years



III

CONCLUSIONS

Based upon the information received, the most noticeable aspect of state certification requirements at both the secondary and post secondary levels of trade and industrial programs was the emphasis upon work experience rather than formal education for the beginning teacher. The major trend seems to be a demand for occupational competence at the outset, with teaching competence to be developed on an in-service training basis. However, many states required little or no professional teacher training before or after the teacher had been employed.

Post secondary teacher qualification requirements seem to have been patterned after the requirements for secondary teachers in most states. The exception to this trend is in the post secondary technical programs, in which technical knowledge took precedence over years of job experience in many states. Teacher qualification requirements at the post secondary level were generally less specific than secondary requirements, possibly to allow more latitude in teacher recruitment and preparation.



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